

Areas of high academic and extracurricular activities performance among learners with attention deficit hyperactivity disorders (ADHD) at Makindye Ssabagabo, municipality, Wakiso district, Uganda. A cross-sectional study.

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Abstract

Background.

Worldwide education of ADHD was never prioritized by any society. These learners would face challenges of denial and discrimination in all activities. This study explores areas of high academic and extracurricular activities performance among learners with attention deficit hyperactivity disorders at Makindye Ssabagabo, Municipality, Wakiso district, Uganda.

Methodology.

The target population comprised two categories of participants, i.e., teachers and learners with attention deficit and hyperactivity disorders. A qualitative research approach, guided by a case study design, was employed in the study. Non-participant observations and Mini Focus Group Discussions were used in collecting data. The study was carried out from June 2022 to March 2023.

Results.

The majority of the participants, 10(66%), were males, between the 16-20 age bracket, and 4 LADHD in the classes of Primary six to Primary seven. Findings show that LADHD are capable of participating, though with difficulty, and interest increases when teachers include songs and rhymes in teaching. These learners were also observed to be abusive to others, have destructive behaviours, beat their peers, and withdraw from activities. LADHD does not move on smoothly in class activities, and has challenges in reading, writing, spelling, and numeracy. Observations show that these learners do not complete the given exercise at the same time as other ordinary peers, and when it comes to summative assessment, it is mostly used together with their ordinary peers.

Conclusions.

LADHD students have the capability of participating in class activities with other ordinary peers, more so when teachers use songs and rhymes in their teaching and learning process. These learners do well in indoor and outdoor activities like Games, Athletics, Swimming, Music, and Dance.

Recommendations.

The curriculum developers should design the curriculum that shows time adjustments to cater to the ever-growing needs of the learners.

Keywords: Academic performance, Extracurricular activities, Attention Deficit Hyperactivity Disorder, Makindye Ssabagabo Municipality.

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Background.

Worldwide education of ADHD was never prioritized by any society. These learners would face challenges of denial and discrimination in all activities. Teachers would punish them for being fidgety and inattentive, and this would greatly affect them. As a result, some would drop out of school. Those who continued with education still had problems in all spheres of life. Discrimination still followed them, whereby they were denied access to materials, isolated from activities, and labelled by peers who did not give them time to learn. Teachers had unfavorable attitudes towards

pupils with ADHD (Faraone et al., 2021). As time went on, discoveries were made about the importance of these categories of children, which showed that when given enough attention and help, they can be successful people (Alexander, 1798). Later, after many decades, LADHD was termed by some organizations as “nervous child”, “unstable nervous systems”, and simple hyperexcitability; as such, these children were considered as unable to perform in activities in school as compared to other typical peers, and less attention or no attention at all could be accorded to them.

Article 24(1) of the Convention on the Rights of Persons with Disability provides that state parties have the obligation to provide education through an inclusive education system at all levels, including preschool, primary, secondary, and tertiary education, vocational training, and lifelong learning, extracurricular and social activities. In 2011, an ADHD diagnosis indicated an 8% prevalence of children between 4 and 17 years in the USA, and this prevalence is slowly increasing, which poses a threat. The ADHD affected children were more prone to physical injuries such as physical trauma, burns, and accidents. Mathew (2017) affirms that globally, ADHD is rated at 5.29%. This indicates that ADHD is a universal disorder that is found in the entire human race. Whereas ADHD has indeed spread from the USA, where it originated in the late 1950s, to the rest of the world, such subjective arguments give inequalities in how ADHD has been interpreted globally. In Uganda, there is a high prevalence of behavioural problems in the south-western region in Masaka district, attributed to the prevalence of ADHD (Josias et al., 2021). This region is heavily impacted by poverty and HIV/AIDS. He further notes that adaptive and effective school-age going children show good results, and in case of any behavioural problem, there is a need for agent intervention because untreated behaviour problems can psychologically affect the individual, family, and community at large. In summary, education of LADHD was never prioritised, LADHD faced discrimination, denial from activities, and punishment from teachers, with time, organisations such as CHAAD, WFADHD embarked on awareness creation and conventions like CRPD advocated for their education at all levels without discrimination, this saw many countries globally like USA, India, South Africa, Kenya and Uganda embrace the initiative as signatories. Nevertheless, there is

still discrimination, isolation, and denial of participation in school activities, and this propelled the researcher to take on this research to find out the factors that influence the abilities of LADHD to perform successfully in academic/extracurricular activities in school. This study explores areas of high performance in academic and extracurricular activities among learners with attention deficit hyperactivity disorders (ADHD) at Makindye Ssabagabo, Municipality, Wakiso district, Uganda.

Methodology. Research Design.

A cross-sectional case study design was used. The study was qualitative in nature, and it entailed detailed findings on phenomena at hand. The researcher seeks to observe the behaviours of learners with attention deficit and hyperactivity disorders as they participate naturally in their local settings, and also find out the opinions of the teachers in focus group discussions to establish their abilities and the challenges they face in school activities.

Target Population.

There were 30 LADHD, and 17 teachers in the selected primary school. Observation Checklists were categorised in Primary two to Primary three classes, Primary four to Primary five classes, Primary six to Primary seven classes and parameters were coded as (CL1, CL2, CL3, CL4, CL5, CL6, CL7, CL8, CL9, CL10, CL11, and CL12) while teachers interview of the Mini Focus Group Discussions was coded as TR1, TR2, TR3 and TR4.

Study Sample.

The study included 4 teachers and 12 learners, for a total of 16 participants.

Table 1: Study population and sample

S/N	Participants	Population	Sample	Sampling technique
1	Teachers	17	04	Purposive
2	LADHD	30	12	Purposive
Total		37	16	

Source: Primary data.

Purposive sampling was used, which involved choosing participants who bear characteristics that the study needs.

Instruments.

The study used non-participant observations and mini focused group discussions as data collection tools.

Observations.

The study used non-participant observation. Non-participant observation is a method used to understand a phenomenon by indulging in a social setting while staying separate from

the activities being observed. Observational research is a technique where you observe participants and phenomena in their natural setting.

Focus Group Discussions.

Focus groups are collective rather than individual views, and it was used to collect qualitative results.

Procedure of Data Collection.

A letter of authorization was obtained from Kyambogo University, the faculty of special needs and rehabilitation, which introduced him to the study area.

Research instruments were designed, which were approved by the supervisor. An introduction was made to the head teacher, and the purpose of the visit and study was explained using a letter from Kyambogo University notifying the institution of the purpose of the visit. Appointments with respondents regarding the Mini Focus Group Discussions were made, and the respondents were informed about the time and venue for the FGD interview. When collecting data, two study instruments were used, namely, non-participant observation. This was used for the first category of participants, who were learners with attention deficit hyperactivity disorders. The second instrument, i.e., Focus Group Discussion, was used for the second category, i.e., teachers. Teachers were interviewed on the observations made from the first category of participants (learners). Each of the two categories of participants were assigned special codes, e.g. learners were referred to as: CL1, CL2, CL3, CL4, for parameter (P2-P3), CL5, CL6, CL7, CL8, for parameter (P4-P5), and CL9, CL10, CL11, CL12 for parameter (P6-P7) and teachers were coded as TR1, TR2, TR3, and TR4. Mini FGDs were used to gather information together, and questions were asked as they interacted with the researcher while he recorded the audios, which were later transcribed into written statements for analysis and interpretation in chapter four. LADHD was identified according to their behavioral challenges in the various classes, recorded, and subjected to a pediatric Doctor for further assessment and diagnosis to ascertain the cause of behavioral challenges. The Doctor later found out that, out of the 30 learners identified, 14 presented with actual signs of ADHD, and this gave the researcher assurance of the participant he was to research about. Teachers were chosen because of their working experience with children with ADHD and others with behavioral problems, and some had specialized as peripatetic teachers.

Data Analysis.

The raw data was sorted out according to the objectives. Data was sorted and analyzed following the themes, subthemes, and responses. The information was presented in tables.

Credibility and Authenticity.

The opinions of the supervisors were sought about the quality of the instruments, to see whether it was possible to proceed to the field for the final data collection. Learners who presented with some signs of ADHD and sought the expertise of a qualified pediatric Doctor who assessed and diagnosed the children and found out that among the given population of 30 LADHD 14 of them had ADHD, which gave the researcher credibility to carry out the research at hand.

Ethical Approval.

An authorization and permission letter was first requested from all necessary authorities before gathering data in the field. Ensured anonymity and confidentiality procedures were observed accordingly. No names or phone numbers were linked to any participants. Instead, letters and digit numbers were used as follows: TR for teachers were used in the Mini Focus Group Discussion interview, CL1-CL4 for learners in class category of (P2-P3), CL5-CL8 for learners in class category of (P4-P5), and CL9-CL12 for learners in class category of (P6-P7).

Informed Consent

Informed written consent was obtained from all participants in the study who had the right to refuse participation and to withdraw at any phase of the study.

Results.

Description of Participants.

The expected total sample size of participants was 16, comprising 12 LADHD and 4 teachers. Out of the 16 participants, 15 participants were assessed, and LADHD was observed. Teachers were interviewed through a Mini Focus Group Discussion. 1 participant missed out because they were not allowed by their parents to come for holiday studies.

Table 2: Demographic characteristics of participants.

Participant by categorization	Female	Male	Number
Teachers	01	03	04
LADHD	04	07	11
Total	05	10	15

Source: Primary Data

KEY

P = Primary, CL= Child, LADHD= learner with attention deficits and hyperactivity disorders

The overall number of male to female teachers in the school is a ratio of 10:5, respectively. The female teachers are more concentrated in the nursery section, which reduces as classes advance up to primary seven. For the sake of LADHD, more males are affected compared to females, and this is supported by CDC (2016), which states that Boys are three times more likely to receive an ADHD diagnosis than girls. This is because the signs of learners with ADHD are more visible in boys than in girls.

Learners with Attention Deficit Hyperactivity Disorders.

LADHD were chosen because they face the daily challenges that hinder them from active participation, hence are unable to realize their potential abilities to participate and excel in education. So, their individual characteristics are listed below:

- Cl1: A boy aged 12 years who is ever destructive, unsettled in class, does not concentrate, and has repeated primary two.
Cl2: A boy aged 13 years, in primary two class, and always hurries to give answers irrespective of whether they are right or wrong.
Cl3: A girl aged 14 years, in primary three class, who is always inattentive in class and hardly participates in class activities.
CL4: A boy aged 15 years, in primary three class, who is never settled and beats others in class during and after classes.
Cl5: A boy aged 15 years, in primary four, who always hurries to complete work and does not care about the outcome of his actions.
Cl6: This was a boy aged 16 years, in primary five class, who was always talkative and with very many errors in copying work from the chalkboard and solving mathematical problems.

Cl7: This was a boy aged 13 years in primary four class who was always the last to finish work and had major errors in words.

Cl8: This was a girl aged 15 years in primary four class who faced difficulties in concentrating and completing work in class.

Cl9: A boy aged 17 years, in primary six class, who is always destructive, inattentive, and dodges work in class.

Cl10: A girl aged 18 years in primary seven class, aged seventeen years, who is always inattentive during class lessons and not interested in learning.

Cl11: This was a girl aged 17 years, in primary seven class, aged eighteen years, who was always unsettled in class activities.

Cl12: This boy's age was 19 years in primary six class, and he was ever passive in class activities and also feared giving out answers in class activities.

Teachers

TR1: Teacher one was a male who teaches primary six and seven, with a diploma in primary education, and has been teaching for thirteen years, while teaching learners with special educational challenges like ADHD.

TR2: Teacher two was a male who teaches primary two and primary three classes, with a certificate in grade III teaching and a diploma in special needs education, and has taught for ten years.

TR3: Teacher three was a male teacher with a grade three primary teacher's certificate in education, teaching primary four and primary five classes, and has been teaching for fifteen years.

TR4: This was a female teacher teaching primary two and primary three classes, with a grade three primary teacher's certificate in primary education, and has been teaching lower primary classes for twelve years.

Age bracket of Learners with Attention Deficit Hyperactivity Disorder (ADHD)

Table 3: Age of LADHD.

Age bracket	No of participants
0-12	03
12-16	04
16-20	04
Total	11

Source: Primary Data

Table 4 indicated that, 0-12 age bracket had 3 LADHD in classes of Primary two to Primary three, the 12-16 age bracket had 4 LADHD in classes of Primary four to Primary five, 16-20 age bracket had 4 LADHD in classes of Primary six to Primary seven.

Age bracket of teachers (TR)

Table 5 indicates the ages of the participants as used in the research conducted about the abilities of learners with attention deficit hyperactivity disorders, and experience helped give a rich experience about LADHD.

Table 4: Age of teachers

Age bracket	No of participants
30-35	02
35-45	02
Total	04

Source: Primary Data

This study had participants aged 30-35 years of age bracket, 2 teachers, and 35-45 years of age bracket, 2 teachers respectively.

The areas in which LADHD does well in classes

This study sought to find out areas where LADHD do well in class and the school at large in Makindye Ssabagabo Municipality in Wakiso District. This perspective was paramount because what learners do well determines their participation in school and class activities. When participants were asked about areas LADHD do well in class, the emerging issues were: the capability of LADHD

to participate, positive behaviours of LADHD in doing what is required, whether LADHD move on smoothly during lessons, and whether LADHD do their activities within the required time.

The capability of Learners with Attention Deficit Hyperactivity Disorder to do academic/extracurricular activities within the school environment.

Theme one was meant to find out the areas LADHD does well in classes. In this study, the objective collected data is put in Table 6 in a summary to aid analysis and discussion.

Table 5: Capability of Learners with Attention Deficit Hyperactivity Disorder to do academic/extracurricular activities within the school environment.

Response	Codes	No of responses
Capable of doing academic/extracurricular activities	CL ₁ , CL ₂ , CL ₃ , CL ₄ , CL ₅ , CL ₆ , CL ₇ , CL ₈ , CL ₉ , CL ₁₀ , CL ₁₁	11
Putting up their hands in the lesson	CL ₂ , CL ₃ , CL ₅ , CL ₇ , CL ₈ , CL ₉	06
Collecting books	CL ₃ , CL ₅ , CL ₄ , CL ₁₀	04
Able to do corrections	CL ₄ , CL ₅ , CL ₆	03
Do with limited attention.	CL ₂ , CL ₄ , CL ₇ , CL ₈	04
Participate with a low attitude.	CL ₅ , CL ₆ , CL ₉	03
Total	31	31

Table 5 shows that the concerned LADHD were observed and their responses were. A good number of participants (n=11) prove that LADHD are capable of doing activities, (n=6) participate by putting their hands up, (n=4) can collect books, and have limited attention, respectively. One was observed taking a long time to answer oral questions, i.e., 30 seconds and above (CL₁₁).

Presentation of some of the direct observations;

One direct observation about the capability of LADHD was “A learner did the exercise, collected the book, it was marked by the teacher, and did corrections” (C6).

The discussions held in the Mini Focus Group Discussions about the capability of LADHD to do activities within the school environment are;

One participant said:

Those LADHD are always interested in and participate once you bring songs and rhymes. The reason is that this makes them feel that they are part of the class and can actively be involved up to the end of the lesson. (TR4)

Another participant:

For these LADHD, they normally like playing. When it comes to singing and dancing, they prefer these activities because they do not involve mental hard work for them. They prefer dancing, singing, and playing outdoors, and they play well and involve themselves (TR2)

Another participant added:

As far as LADHD are concerned they are commonly interested in activities that involve practical work that is related to the content being taught reason being that in most cases when you give them theoretical work, they hardly understand, but when you give them practical work, they take part in the teaching and learning process, which enables them to understand easily what they are learning

about. Then, they also like activities that are full of fun because they make them happy and feel interested in the lesson, which enables them to pay attention and understand what is being taught at that moment (TR 3)

This participant was involved by saying:

These learners like doing out door games like football, athletics and other games that are not academic oriented, because they exercise their skills there and, and these activities where their attention span is not gazetted by the teacher confined to one thing here they take themselves as if

they are deciding on their own because when they are in class they are judged by the teacher on what to do (TR1)

Positive behaviours of LADHD in doing what is required of them

With regard to positive behaviours of LADHD in doing what is required of them, the findings were unique in that the participants were noted to do the wrong things.

Table 6: Positive behaviours of LADHD in doing what is required of them.

Response	Codes	No of responses
Participants abuse others	CL ₁ , CL ₃ , CL ₄ , CL ₅ , CL ₆ , CL ₈ , CL ₁₀ , CL ₁₁	08
Distracting each other's attention and fighting	CL ₂ , CL ₄ , CL ₅ , CL ₈ , CL ₉	05
Withdrawing from activities	CL ₇ , CL ₉	02
Beating others	CL ₁ , CL ₆	02
Getting annoyed easily	CL ₃ , CL ₅	02
Quarrelling with each other	CL ₃ , CL ₈	02
Total	21	21

Table 6 showed that participants abused others, dominated by (n=8), those were (CL1, CL3, CL4, CL5, CL6, CL8, CL10, CL11), destroying each other's attention, and fighting was observed with (n=5). Others included: withdrawing from activities, beating others, getting annoyed easily, and quarrelling with each other had (n=2), and last but not least, shouting.

One participant was observed “destroying the attention of another learner who was concentrating by removing the pen from him” (CL6).

Contribution of participants from the Mini Focus Group Discussion about Positive behaviours of LADHD in doing what is required of them based on their experiences, was also given.

One of the participants:

During teaching hours, the LADHD concentration span is low because they do not settle in class to listen to the teacher. Most likely moving out, pinching their friends. And when it comes to socialisation, their socialisation skills are not usually good with their peers during activities in class. So, as teachers, we need to use methods that arouse their interest to participate in activities (TR1).

Another participant had this to say:

LADHD have low attention span, these learners are so playful when you do not consider them when teaching, you may end the lesson when they have nothing. Secondly, these learners can fight in class, like when you are teaching and in front of the class writing on the chalkboard, and you suddenly hear one lament Ayiii, to find out when one has slapped another. So, you must be keen when teaching these learners (TR2).

This participant observed:

Ahh, coughs. As far as these children's behaviours during class lessons, to me, they do not behave in the same way; if not, they behave differently depending on the methods used by the teacher in a particular lesson. Just as I said, in most cases, they need practical work to always get involved on an individual basis. If the teacher uses a method or other methods that do not involve them, in most cases, they behave absent-mindedly, they are never present in class, and never attentive; in most cases, they hardly give their attention to the teacher. They seem to be having things they are thinking about at that particular moment. Then two, some of them hardly concentrate during the lesson, others move up and down if you do not give them what they are supposed to do or what makes them get involved in a lesson practically they seem to be absent minded and resort to other things that makes them move around and has no good class control they end up getting injured by some of the learners (TR3).

Another participant added:

When I talk about positive behaviours exhibited during lessons, most of these children are playful; they do not settle in class if you do not pay much attention to them. These children get annoyed very fast once someone does something to them, even if it is very small for them; they get annoyed very fast, and they can even slap. Once you do not mind about them, they do not settle. They are always harsh, they are rude when given guidance, and they can try. They can try to do something that you want (TR4).

Whether LADHD moves on smoothly during lessons.

As for this theme, which sought to find out whether LADHD moves on smoothly in class during lessons. The findings were unique in that not all participants moved on smoothly.

Table 7: Whether LADHD moves on smoothly during lessons.

Responses	Codes	No of responses
Lack of concentration	CL ₃ , CL ₄ , CL ₅ , CL ₆ CL ₇ , CL ₈ CL ₁₀ , CL ₁₁	08
Challenges in reading, writing, and spelling	CL ₅ , CL ₆ CL ₇ , CL ₈ , CL ₁₀ , CL ₁₁	06
Taking a longer time to complete work	CL ₆ CL ₇ , CL ₈ , CL ₁₀	04
problems of associating with other peers	CL ₃ , CL ₅ , CL ₁₀ , CL ₁₁	04
Not completing work	CL ₃ , CL ₇	02
Giving wrong responses and inattentive	CL ₈ , C ₁₁	02
Total	28	28

Lack of concentration ranked highest and was observed (n=8) and comprised of (CL3, CL4, CL5, CL6, CL7, CL8 CL10, CL11), challenges in reading, writing, and spelling came second and was observed (n=6) participants (CL5 CL6, CL7, CL8, CL10, CL12), Taking longer time to complete work (n=4) these were, (CL6 CL7, CL8, CL10), problems of associating with other peers while doing activities (n=4), not completing work, giving wrong responses and inattention were among the other observed traits in LADHD.

One participant was observed *“taking longer to complete, yet most peers had completed and handed in the books”* (CL2).

The participants involved in a Focus Group Discussion also added the following contributions based on their experiences,

One participant had this to say:

For me, on my side, as in lower LADHD, I have challenges with numeracy skills since they involve calculations, use of formulae, and operation signs like multiplication and division. Secondly, these learners also face challenges with questions involving comprehension (TR2).

Another participant had this to say:

These LADHD when it comes to reading, it challenges them; anyway, when I talk of reading, I also talk of writing. Writing the given activity is a Tag of war, and they are always the last to finish the work. Some can try to answer, but some can not even tell you the answer. So, they take a long time to write, and that makes them always the last to finish the given work. It is their nature that they are slow, not that they have not understood, but they are always slow. When asked whether some had finished? The teacher answered that, yes, some can finish, and those who can not, like if you say you have given 6 numbers. If a learner tries

to write 3 appreciate him/her, but some can try to finish (TR4).

This participant differed by saying:

To me, when it comes to answering cognitive questions that need logical thinking these learners are left out because much of their time is spent on being inattentive, so when it comes to answering questions that are cognitive, some need application, which becomes a challenge, yeah (TR1).

Another participant had this to say:

As far as this is concerned, they mostly have problems with science. The reason might be many, but I can point out three or two. Number one, aaah, science has a lot of diagrams; in most cases, it takes a long time to understand the diagrams. These diagrams are hard to understand if the teacher does not teach them repeatedly in several lessons, they hardly understand those diagrams and the way of answering questions about diagrams because it needs someone to understand question approach and their rate of understanding is so low if the teacher does not guide them well and as far as teaching is concerned you find that the teacher is having a lot of learners and lessons to teach so there are less remedial lessons given to them makes them take long to understand. Then, the two sciences have a lot of difficult words to understand, and as far as this is concerned, it takes a lot of time to understand. You can find that someone fails to pronounce a certain word because it is very hard, too long, and has many letters, for example, aaah, aah. A learner may be given a word like Entamoeba histolytica and may fail to understand that word (TR3).

Whether LADHD does their exercises within the required time.

Regarding this theme, which sought to find out whether LADHD does the exercise within the required time.

Table 8: Whether LADHD does their exercises within the required time

Responses	Codes	No of responses
Learners use the same time as other ordinary learners	CL ₂ , CL ₃ , CL ₅ , CL ₇ , CL ₈ , CL ₉ , CL ₁₀ , CL ₁₁	08
Time is given, but still face challenges	CL ₁ , CL ₄ , CL ₈ , CL ₆ , CL ₇	05
Always the last to complete	CL ₄ , CL ₇ , CL ₉ , CL ₁₀	04
Total	17	17

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Table 8 showed that the time is not enough. In some observations, learners use the same amount of time as other ordinary learners, and strictly no adjustments are made. This gave a total of (n=8) participants observed were (CL₂, CL₃, CL₅, CL₇, CL₈, CL₉, CL₁₀, CL₁₁). While others observed showed that time is given, but still LADHD face challenges of not completing in time (n=5). Participants observed are (CL₁, CL₄, CL₈, CL₆, CL₇), and some are always the last to complete (n=4). Participants observed are (CL₄, CL₇, CL₉, CL₁₀)

One participant “took the book last for marking after others had been marked” (CL₆)

According to Focus Group Discussions, participants’ opinions about whether they do the exercise within the required time, like their peers, are suggested.

One of the participants said:

Learners do not complete work within the provided time; it is not enough, at least when they are given 1 hour plus some minutes, because those with ADHD need time, like when you are explaining, when explaining, it takes time for them to understand, then come to writing, it is the same. They need at least 1 hour and some 10minutes (TR2, P2-P3).

Another participant stated:

The time given to these learners, 30 30minutes, is not enough. These learners take a lot of time, they need our time, they need guidance, because in writing so as you teach let’s say like for 40minutes they will again need some 50minutes in writing and you see even those 50minutes if you do not take much care there will be those who will not finish but at least let them be added time so that they also gain. At least 1 hour and some 30minutes. Because if I talk for 1 hour, it will not be enough for them (TR4).

Another participant had this to say:

Now, for primary five, these learners need more time. According to the curriculum, it spells out 40minutes, but now 40minutes to me, they are not enough reason, being that these learners take a long time to understand. The teacher has to use practical methods that involve these learners, and whenever they are used, the lesson takes more time because the teacher has to look at what each learner has to do at a particular time. So, to me I would say the time should be a full hour, that is 60minutes, such that they can cater for every activity, but now these 40minutes will not allow the teacher to carry out evaluation of the lesson (TR3).

Another participant said:

These learners depend on the methods used by the teacher. The number determines what these learners will acquire.

For example, the 40 minutes are not enough to cater to these learners’ needs because of inclusive education; the class involves those who understand quickly, and those who have physical challenges. So, you have to first deal with those who can keep the pace, then include methods that can cater to those learners. To me, 40minutes should be added, at least an hour is enough. 1hour for an upper lesson (P6-P7) because they have to copy the work, you have to sit with them, discuss, that is what I can say about the time they need (TR1)

Discussion.

When participants were asked about areas LADHD do well in class, the emerging themes were: capability of LADHD to participate, positive behaviours of LADHD in doing what is required, whether LADHD move on smoothly during lessons, and whether LADHD do their activities within the required time.

Capability of LADHD to Participate in Academic/Extra Curricular Activities Within the School Environment.

The theme sought to establish whether participants were able and capable of doing the activities given. The concerned LADHD were observed and their responses were. A good number of participants (n=11) prove that LADHD are capable of doing activities, (n=6) participate by putting their hands up, (n=4) can collect books, and have limited attention, respectively. One was observed taking a long time to answer oral questions, i.e., 30 seconds and above (CL₁₁).

One direct observation about the capability of LADHD was “A learner did the exercise, collected the book, it was marked by the teacher, and did corrections” (C6).

The discussions held in the Mini Focus Group Discussions about the capability of LADHD to do activities within the school environment mentioned that;

One participant said:

Those LADHD are always interested in and participate once you bring songs and rhymes. The reason is that this makes them feel that they are part of the class and can be actively involved up to the end of the lesson. (TR4)

Another participant:

For these LADHD, they normally like playing. When it comes to singing and dancing, they prefer these activities because they do not involve mental hard work for them. They

prefer dancing, singing, and playing outdoors; they play well and involve themselves (TR2).

The findings agree with Freedman (2022), who is of the view that LADHD can do well in school academic activities like English, music, dance, and drama, and even graduate, though this comes with a bit of extra work, sticking to a routine of doing work and asking for help from teachers.

These LADHD can participate and do well, but close monitoring of the teachers, adjustment of time, and provision of various instructional materials to cater to the varied levels of ability should be taken seriously to support them in accomplishing their activities.

The findings, as reported by the participants, the researcher, and the literature, are important. This is the way to go as far as the potential abilities of LADHD are concerned in Makindye Ssabagabo.

Positive behaviours of LADHD in doing what is required of them.

About positive behaviours of LADHD in doing what is required of them, the findings were unique in that the participants were noted to do the wrong things, participants abuse others dominated with (n=8), those were (CL1, CL3, CL4, CL5, CL6, CL8, CL10, CL11), destructing each others attention and fighting was observed with (n=5). Others included: withdrawing from activities, beating others, getting annoyed easily, and quarrelling with each other had (n=2), and last but not least, shouting.

One participant was observed *“destroying the attention of another learner who was concentrating by removing the pen from him” (CL6).*

Contribution of participants from the Mini Focus Group Discussion about Positive behaviours of LADHD in doing what is required of them based on their experiences was also given as follows,

One of the participants:

During teaching hours, this LADHD concentration span is low because they do not settle in class to listen to the teacher while teaching. Most likely moving out, pinching their friends. And when it comes to socialisation, their socialisation skills are not usually good with their peers during activities in class. So, as teachers, we need to use methods that arouse their interest to participate in activities (TR1).

(Sawhney et al., 2021) Deviates from the findings by saying that learners with attention deficits and hyperactivity disorders have some positive benefits like hyper focus, resilience, creativity, conversational skills, humanity, spontaneity, courage, and high energy. These learners with attention deficits and hyperactivity disorders are sometimes called superpowers because of the extraordinary skills they have compared to their ordinary peers.

LADHD exhibit behaviours such as destructiveness, inattentiveness, anxiety, lack of concentration, and if not, well-understood teachers take them for being stubborn and

disrespectful, hence their abilities to participate are not realised, but when given attention, LADHD can exhibit some good organisational skills

The findings, as reported in the literature, participants' observations, and researchers' observations, prove that LADHD has challenges, but when carefully studied, and good interventions are made, they can concentrate and accomplish tasks. This can help LADHD in Makindye Ssabagabo Municipality.

Whether LADHD moves on smoothly during lessons.

As for this theme, which sought to find out whether LADHD moves on smoothly in class during lessons. The findings were unique in that not all participants moved on smoothly. Lack of concentration ranked highest and was observed (n=8) and comprised of (CL3, CL4, CL5, CL6, CL7, CL8, CL10, CL11), challenges in reading, writing, and spelling came second and was observed (n=6) participants (CL5, CL6, CL7, CL8, CL10, CL12), Taking longer time to complete work (n=4) these were, (CL6, CL7, CL8, CL10), problems of associating with other peers while doing activities (n=4), not completing work, giving wrong responses and inattention were among the other observed traits in LADHD.

One participant was observed *“taking longer to complete, yet most peers had completed and handed in the books” (CL2).*

The participants involved in a Focus Group Discussion also added;

One participant had this to say:

For me, on my side, as in lower LADHD, I have challenges with numeracy skills since they involve calculations, use of formulae, and operation signs like multiplication and division. Secondly, these learners also face challenges with questions involving comprehension (TR2).

Another participant had this to say:

These LADHD when it comes to reading, it challenges them; anyway, when I talk of reading, I also talk of writing. Writing the given activity is a Tag of war, and they are always the last to finish the work. Some can try to answer, but some can not even tell you the answer. So, they take a long time to write, and that makes them always the last to finish the given work. It is their nature that they are slow, not that they have not understood, but they are always slow. When asked whether some had finished? The teacher answered that, yes, some can finish, and those who can not, like if you say you have given 6 numbers. If a learner tries to write 3 appreciate him/her, but some can try to finish (TR4).

(McDougal et al., 2023), Deferred by saying that, learners diagnosed with ADHD can also come up with good grades. This can be done by the use of alarm clocks and calendar reminders because time management is one of the

predicaments of these learners, and breaking tasks into simple ones.

Learners are found to be studying with difficulty, and teachers are not taking drastic measures to enable them to realise their abilities to participate in class activities. These challenges include reading and writing, spelling, and numeracy.

Whether LADHD does their exercises within the required time

Findings in Table 8 showed that the time is not enough. In some observations, learners use the same amount of time as other ordinary learners, and strictly no adjustments are made. This gave a total of (n=8) participants observed were (CL2, CL3, CL5, CL7, CL8, CL9, CL10, CL11). While others observed showed that time is given, but still LADHD face challenges of not completing in time (n=5). Participants observed are (CL1, CL4, CL8, CL6, CL7), and some are always the last to complete (n=4). Participants observed are (CL4, CL7, CL9, CL10)

One participant *“took the book last for marking after others had been marked”* (CL6)

According to Focus Group Discussions, participants' opinions about whether they do the exercise within the required time, like their peers, are suggested below;

One of the participants said:

Learners do not complete work within the provided time; it is not enough, at least when they are given 1 hour plus some minutes, because those with ADHD need time, like when you are explaining, when explaining, it takes time for them to understand, then come to writing, it is the same. They need at least 1 hour and some 10minutes (TR2, P2-P3).

Another participant stated:

The time given to these learners, 30 30minutes, is not enough. These learners take a lot of time, they need our time, they need guidance, because in writing so as you teach let's say like for 40minutes they will again need some 50minutes in writing and you see even those 50minutes if you do not take much care there will be those who will not finish but at least let them be added time so that they also gain. At least 1 hour and some 30minutes. Because if I talk for 1 hour, it will not be enough for them (TR4).

The findings are in line with (McDougal et al., 2023), who claim that LADHD participants perform well in school games when, time adjusted, given a pre-orientation to a game, given breaks, and given visual and tactile cues whenever possible.

LADHD needs more time for them to be able to do the given work as well as their peers do. 30 minutes and 40 minutes for lower primary and upper primary, respectively, are not enough for them. Some learners are seen doubling the given time, say 40 minutes to 1 hour and 20 minutes before they complete.

Collected data, participants' opinions, the researcher's opinion, and available literature all suggest time adjustment

for LADHD to exercise their ability, which is a good innovation and practice for Makindye Ssabagabo Municipality.

Conclusions

According to study findings, it is concluded that LADHD students have the capability of participating in class activities with other ordinary peers, more so when teachers use songs and rhymes in their teaching and learning process. These learners do well in indoor and outdoor activities like Games, Athletics, Swimming, Music, Dance, and Drama, and some mental activities like mathematics, so teachers should also bring good interventions like task analysis and modifications of the curriculum.

Recommendations.

The curriculum developers should design the curriculum that shows time adjustments to cater to the ever-growing needs of the learners.

Introduce an inclusive policy that guides the assessment, diagnosis, and enrollment of learners with special educational needs.

More research should be conducted on other types of ADHD, for example, the ADHD impulsive type and the ADHD inattentive and distractible type, to help develop a general perspective on how to deal with LADHD as a whole in terms of access, participation, interactions, and social acceptance.

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List of abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
AIDS	: Acquired immune deficiency syndrome
APA	American Psychiatric Association
FGD	Focus Group Discussions
LADHD	Learners with Attention Deficits and Hyperactivity Disorders
LD	Learning Disability
MoES	Ministry of Education and Sports
TA	Teaching Assistant
USA	United States of America
CHADD	Children and adults with attention-deficit/hyperactivity disorders
WFADHD	World Federation of Attention Deficits and Hyperactivity
MSNE	Master of Special Needs Education

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Data used in this study are available upon request from the corresponding author.

The author's contribution.

PM designed the study, conducted data collection, cleaned and analyzed data, drafted the manuscript, and JBO and JNW supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

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